

Idaho Statute and the Purpose of the IRI:

Idaho Statute 33-1614 requires K-3 students in Idaho to be assessed as they develop critical reading skills. The purpose of the assessment, the Idaho Reading Indicator (IRI), is to indicate which children are most likely going to be at-risk of failure with skills that are prerequisite for being successful readers throughout life. As is written in the statute, "the state K-3 assessment test results shall be reviewed by school personnel for the purpose of providing necessary interventions to sustain or improve the students' reading skills."

Suggested Parental Support Activities

- Encourage letter recognition at every opportunity, such as during stories or while driving around town. Or play games w/alphabet letters that name letters and sounds
- Work with your child to break words into individual sounds (/c/.../a/.../t/)
- Read to your child daily for at least **20 minutes**. Then, read with your child once he/she becomes an independent reader
- Model good reading habits
- Encourage your child to write letters and words and work with your child to read what he/she has written
- Playing with words is fun and helpful: rhyming games, singing songs, and orally breaking words into syllables are good activities
- Have a variety of books available for your child because children will have different interests at different times
- Visit your local library often: Idaho libraries are partnering with our state and local schools to promote critical literacy skills
- Practice retelling stories with your child. Making up stories is also very helpful to developing your child's vocabulary, comprehension, creativity, and language development.



Kindergarten	Fall	Win.	Spr.						
	LNF	LNF	LNF	LSF	PSF				
Grade 1	Fall	LNF	Win.	Spr.					
					PSF	NWF			R-CBM
Grade 2	Fall		Win.	Spr.					
									R-CBM
Grade 3	Fall		Win.	Spr.					
									R-CBM

Subtest for Grades K-3

As can be seen on the "IRI Student Record Card" and in the chart above, the assessment builds in a stair-step manner. These steps trace some of the most predictive stepping stones of critical reading skills. These skills are built successively as children develop their ability to decode text (i.e. concepts in phonics and phonemic awareness) and read with proper accuracy and rate (i.e. reading fluency).

For questions or assistance regarding the IRI,
Contact: Jenny Fisk at jfisk@sde.idaho.gov

Idaho Reading Indicator Parent Information



Dear Parents:

The Idaho Reading Initiative, enacted by the Idaho Legislature, was designed to ensure that all children in the State of Idaho will master the skills they need to become successful readers. Endless research-based studies show reading skills are directly related to a child's success in school. It is our goal as the State Department of Education to work with your child's school, teacher, and school administrators to promote his/her reading success!

Students in Kindergarten through third grade are assessed in compliance with state law. The purpose of this test is to identify students who may need extra help to become successful readers. This year, the Department chose a formative assessment system, called AIMSWeb, which helps teachers individualize their instruction. If a child is having difficulty with any reading skills, this program will provide a way to monitor student progress between testing so teachers can measure how effective the interventions are for a child. A test administrator, chosen and trained by your school district, will test students individually using the Idaho Reading Indicator (IRI). The IRI will be given three times a year. The results will be available to administrators, teachers, and parents through AIMSWeb. We are in the process of training staff on all of the uses this new system will offer. In the beginning, training will be necessary before all of the aspects available on AIMSWeb can be offered. It is the Department's goal to work with schools throughout the state to implement trainings on AIMSWeb. Once schools receive adequate trainings, teachers and staff at your child's school will share the information with you.

We strive to keep parents informed. For current and up-to-date information regarding the IRI, please visit our Web site at www.sde.state.id.us/ReadingIndicator. Parents are important partners in a child's reading success. We encourage you to read daily with your child, participate in school events, visit your local library and talk with your child often about their day at school. Showing interest in a child's learning can make all the difference in your child's education.

Your child's teacher and school are the best resources for information relating to your child's academic growth. Good communication with these sources is essential. Your continued interest in your child's reading growth sends a powerful message to your child. We look forward to working together with you and your child's school to provide your child with the best education possible and to ensure all Idaho's students are successful learners!

Sincerely,

Tom Luna
State Superintendent of Public Instruction

Technical Word Definitions

Indicator: A gauge or predictor of reading ability or future reading ability.

Benchmark: An assessment with an expected level of proficiency taken three times a year — the IRI. Also referred to as an expected level of achievement that means a child is proficient, “He tested at benchmark, or at grade level.”

Progress monitoring: The same type of assessment as the benchmark. It is given by a teacher or paraprofessional in between benchmark periods to track a child’s growth in reading skills.

Reading Curriculum-Based Measures (R-CBMs): Passages written by experienced educators and field-tested, revised, and researched by experienced educational researchers. These passages are a snapshot at how well a student can read with accuracy and rate. The same passages are used during each test window for the year. A low score on an R-CBM indicates that a student should receive further diagnostic testing to determine what is causing difficulty.

At-risk: A student’s skills are not proficient and lack essential or basic reading skills indicating the child needs intervention added to their instructional day.

Intervention: Specialized reading instruction provided in addition to the daily Comprehensive Reading Program or provided in extended day tutoring.

*More than 25 years of **research** has shown that listening to a child read graded passages aloud for 1 minute and calculating the number of words read correct per minute provides a highly reliable and valid measure of general reading achievement, including comprehension, for most students.



Understanding the Need for a New Idaho Reading Indicator

The state’s decision to provide a new test for the IRI is based on the purpose of the Idaho Statute. As a reading *indicator*, the state intends for school personnel to use the test to be able to successfully screen all K-3 students and catch those who would otherwise fall through the cracks. It is not intended to assign a specific score or grade but is rather a general gauge of each child’s reading or pre-reading skills.

AIMSweb provides *benchmark* and *progress monitoring* measures that screen students and measure progress with *R-CBMs* (Reading Curriculum Based Measures). An R-CBM is designed to measure if the reading instruction taking place in the classroom’s Comprehensive Reading Program (along with intervention instruction) is succeeding at moving a student toward or maintaining a student at grade-level proficiency. Since AIMSweb’s benchmark R-CBMs measure the degree to which a student is at grade level or *at-risk* with critical reading skills, the state and school personnel will be better able to identify *at-risk* students in order to provide the necessary *intervention* through either minor or major changes to the student’s instructional program.

Kindergarten AIMSweb IRI Yearly Subtests

Fall:

Letter Naming Fluency (LNF) - identified frequently as the best single indicator of risk for reading failure and requires saying the correct letter name

Winter:

Letter Naming Fluency (LNF) - continued

Letter Sound Fluency (LSF) - predictive of a later ability to read the sounds in a word that requires saying the correct sound of a letter

Phoneme Segmentation Fluency (PSF) - predictive of the later ability to read and spell the sounds of a word that requires hearing each sound a word and saying the individual sounds back in isolation. (e.g. for “cat” the student says the sounds /c/..... /a/ /t/)

Spring:

Letter Naming Fluency (LNF) - continued

Letter Sound Fluency (LSF) - continued

Phoneme Segmentation Fluency (PSF) - continued

First Grade AIMSweb IRI Yearly Subtests

Fall:

Letter Naming Fluency (LNF) - identified frequently as the best single indicator of risk for reading failure and requires students to identify the correct letter name

Phoneme Segmentation Fluency (PSF) - predictive of the later ability to read and spell the sounds of a word that requires hearing each sound of a word and saying the individual sounds back in isolation. (e.g. for “cat” the student says the sounds /c/..... /a/ /t/)

Nonsense Word Fluency (NWF) - a measure of basic phonics and decoding, which can be used to differentiate students who decode phonetically from those who read by memorization of words

Winter:

Phoneme Segmentation Fluency (PSF) - continued

Nonsense Word Fluency (NWF) - continued

Reading Curriculum-Based Measures (R-CBM) - Grade-level reading passages. Students read three similar passages written at an end of the year reading level and the passages are the same exact passages each time

Spring:

R-CBM - continued

Second Grade AIMSweb IRI Yearly Subtests

Fall:

Reading Curriculum-Based Measures (R-CBM) - Grade-level reading passages. Students read three similar passages written at an end of the year reading level and the passages are the same exact passages each time

Winter:

R-CBM - continued

Spring:

R-CBM - continued

Third Grade AIMSweb IRI Yearly Subtests

Fall:

Reading Curriculum-Based Measures (R-CBM) - Grade-level reading passages. Students read three similar passages written at an end of the year reading level and the passages are the same exact passages each time

Winter:

R-CBM - continued

Spring:

R-CBM - continued

